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ABSTRACT

This annotated bibliography is a listing of 286 papers and journal articles on human relations in public education published between 1982 and 1986. Nearly 50 entries concern the principal's role as manager and instructional leader. Another 50 address teacher supervision and evaluation, while 30 others treat teacher burnout, stress, morale, and other working conditions. Over 35 listings address classroom management, student discipline, and teacher-student relations. Almost 25 entries are devoted to administrator-teacher communication issues, and 12 to the superintendent-school board relationship. School effectiveness and improvement concerns are addressed in over 20 entries, and staff development and competency issues are discussed in 23 entries. Of the remaining entries, most are devoted to general management techniques, collective bargaining and labor relations in schools, and various personnel management functions. (MLH)

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ANNOTATED BIBLIOGRAPHY ON HUMAN RELATIONS - TEACHERS AND ADMINISTRATORS

A Class Project
In Partial Fulfillment of the
Requirements for
FED 705
Valdosta State College
Valdosta, Georgia 31698

Presented to
Dr. Malcolm Rainey
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BIBLIOGRAPHY

Acheson, K. A., & Smith, S. C. (1986). It is time for principals to share the responsibility for instructional leadership with others. OSSC Bulletin, 29(6).

The supervisory role could be carried out more effectively if the evaluation and supervision functions were separated and if principals were given training and experience in systematic observation and feedback techniques.

Alfonso, R. J., et al. (1985). Supervisory skills: Selection and application. Illinois School Research and Development, 22(1), 1-9.

The argument presented is that effective supervision requires the ability to acquire skills in a variety of areas, to select those appropriate to a task, and to use them in concert.

Allen, K. H., & Jarvis, M. E. (1984). Analogizing teacher evaluation policies and procedures with case law. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Teacher evaluation procedures, if ineptly accomplished, are potentially vulnerable to litigation because there is no consensus as to what constitutes effective teaching; hence, the validity of rating systems and/or reliability of observations is open to challenge. The appendix provides the eight questions used to assess the deficiencies in the evaluation prodedures under study.

Allison, D. J., & Ononye, G. C. (1986). MBO in education - How to apply management objectives to schools and school systems. Education Canada, 26(1), 40-45.

This article discusses management by objectives as a sound organizational process that has great potential as an administrative tool. It provides definitions, stresses the participative nature of the process, and describes six conditions for the successful implementation of MBO.

Anderson, D. W. (1986, October). On the importance of touching. (ERIC Document Reproduction Service No. ED 270 232)

Based on the belief that positive physical teacher/learner interaction in the form of touch or closeness is a natural expression of humanness and an appropriate demonstration of a teacher's acceptance, caring, and concern for the wellness of students, this essay seeks to provide a clear theoretical framework from which to view the importance of physical contact to a child's development.

Applegate, C. (1984). When collective bargaining first came to education: A teacher's viewpoint. Government Union Review, 5, 6-13.

A public school teacher recounts her personal struggle against compulsory unionization in Michigan and describes the adverse effects of collective bargaining on public education. These include loss of public support, antagonism between teachers and administrators, and a decline in teacher professionalism and educational quality.

Aquila, F. D. (1983). Japanese management in schools: Boon or boondoggle. Clearing House, 57, 180-68.

The author presents a series of approaches suggested by Japanese business management successes. He suggests ways several tenets of the Japanese system can be used in American school management.

Aquila, F. D. (1983, February). Japanese management practices: Everything you didn't want to know but should have asked. Paper presented at the Annual Meeting of the American Association of School Administrators, Atlantic City, New Jersey.

The utilization of Japanese management tactics in education is the focus of this paper. The quality circle was explained and adaptable is installed correctly.

Arbell, R. (1983). Educational leadership: Key to encouraging creativity. Clearing House, 57, 103-106.

The author suggests ways in which educational leaders can become more creative and encourages creativity in those with whom they work.

Armstrong, D. G. (1984). New teachers: Why do they leave and how can principals retain them. NASSP Bulletin, 68, 110-117.

Many talented beginning teachers leave the profession in the first two years. The author explores the reasons and presents a plan for principals to follow to help retain beginning teachers.

Astuto, T. A., & Clark, D. L. (1985). Strength of organizational coupling in the instructionally effective school. Urban Education, 19(4), 331-356.

An analysis of case studies of instructionally effective schools (IESs) uncovered different patterns of coupling strength in the interaction between principal and teachers in terms of: (1) frequency; (2) reliability; (3) responsiveness; and (4) dependence. Findings suggest that explanations other than tight linkages between principal and teacher must account for the success of the IES.

Bainbridge, W., & Raisch, D. (1982). A way to combat teacher burnout. School Administrator, 39(9), 15-16.

A well-conceived and administered evaluation plan that incorporates the techniques of target-setting for all teachers and administrators may be one way to combat teacher burnout.

Barth, R. S. (1984). Must colleagues become adversaries. Principal, 63, 52-53.

This article is about how the principalship need not be a futile attempt to satisfy the demands of many different parties. Rather, a climate of cooperation can be established through mutual teacher/administrator support.

Barth, R. S. (1986). The principal and the profession of teaching. Elementary School Journal, 86(4), 471-492.

The article examines ways principals can make more effective use of their central place in the professionalizing of teaching. Barth suggests that principals ought to create environments that enable teachers to discover their own skills and talents.

Bauchner, J. E., & Loucks, S. F. (1982). Building administrators and their role in the improvement of practice. A study of dissemination efforts supporting school improvement. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

As part of the Study of Dissemination Efforts Supporting School Improvement, researchers looked at how the activities of, perceptions of, and opinions about the building administrator affect the outcome of efforts to implement new practices. This paper describes a sample of building administrators working in the 146 school districts that participated in the study.

Beilfuss, P. R. (1985). The activities of the elementary school principal in effective schools. (Doctoral dissertation, George Peabody College for Teachers of Vanderbilt University, 1985). Dissertation Abstracts International, 46, 10.

The purpose of this study was to describe the activities and behaviors of principals in effective public elementary schools. Data was collected and

categorized according to four areas of principal leadership: (a) goals and production emphasis; (b) power and decision making; (c) organizational/ coordination; and (d) human relations.

Bentley, R. (1986). Human relations model provides coherent basis for English programs. Highway One, 9(1), 34-40.

The author contrasts three models of personnel theory: (1) the Traditional Model; (2) the Human Relations Model; and (3) the Human Resources Model and discusses strategies for applying them in English classrooms.

Berliner, D., & Casanova, V. (1985). Can we help children stay enthusiastic about school? Instructor, 95(2), 12-13.

Both authors under the same title stress the importance of students' feelings of self-esteem and well-being in the classroom.

Berry, S. D. (1984). Evaluative criteria suggested for reassignment of administrators in secondary schools where enrollment is declining (Superintendent, Board of Education, Staff Morale). DAI, 45(7), 1929.

As resources diminish in a period of declining enrollment school officials must consider administrative staff changes to maximize dollars spent for instruction. This study examined the evaluative criteria superintendents and board members suggest as important to them in making these changes by reassigning administrators to new duties or different pay levels.

Bickel, F. (1985). Classroom communication: An international problem. Clearing House, 58(5), 222-224.

This article looks at education in American Foundation Schools in Mexico and finds teacher-student interaction similar to that found in American schools between teachers and Black, inner city students.

Bickel, W. E., & Artz, N. J. (1984). Improving instruction through team supervision. Educational Leadership, 41(7), 22-24.

Focused team supervision is a team approach for instructional improvement. By targeting instructional needs, it promotes support in priority areas and strengthens administrator-teacher relationships.

Blackbourn, J. M. (1985). The relationship of teacher morale and zones of indifference. Paper presented at Mid-South Educational Research Association, Biloxi, Mississippi.

This research examined the relationship between teacher morale and teachers' acceptance of principals' authority. Teacher rapport with the principal and teacher load accounted for considerable variance in teachers' attitudes toward the acceptance of authority.

Blase, J. J. (1985). The phenomenology of teacher stress: Implications for organizational theory and research. Administrator's Notebook, 31(7), 1-4.

Data are synthesized from four qualitative studies of teacher work stress. The data suggests the importance of understanding stress as a force affecting individual and organizational behavior.

Bluestein, J. (1985). The beauty of losing control. Instructor, 94(6), 56-58.

Suggestions are offered for formulating a classroom management system where students develop social and psychological strengths, responsibilities, and independence in a positive classroom atmosphere. In this classroom, the teacher stresses the positive and is consistent without always being concerned with being "in control".

Blumberg, A., & Shablak, S. (1984). The principal as practical inquirer: Looking for workable answers. NAASP Bulletin, 68(476), 41-48.

This article shows ways principals can encourage teachers to use the findings of educational research in their classrooms and help their schools develop their own specific research.

Bottoni, W. R. (1985, January). How to evaluate and improve the principal's performance. Paper presented at the annual meeting of the National School Boards Assosciation, Houston, Texas.

This article proposes an approach to evaluating principals that incorporates strategies for motivating principals to improve. Continuous appraisal of performance in terms of district philosophy and objectives, job description, and performance objectives by leadership personnel will provide the most improvement and will faster learning throughout the district.

Boynton, P. (1985). Basic survival guide for new teachers. Clearing House, 59(3), 101-103.

The author presents a list of suggestions that administrators might pass on to beginning teachers to help them survive the first year. Suggestions are in the following areas: (1) classroom management; (2) classroom discipline; (3) instruction; and (4) professional concerns.

Bozik, M. (1986, August). Teachers as listeners. Resources in Education, 150, 141.

Listening has been shown to be critical to educational, social, and professional success and teaching is a profession requiring mastery level skill. This paper explores the role of teacher as listener. Four topics are discussed: the importance of listening to teaching; the process of listening; strategies for effective listening by teachers; and suggestions for improving the listening ability of teachers.

Bradley, B. (1983, September). What you should know about your school board's agenda. Learning, 12(2), 130-131, 136, 141-142.

This article reports on the National School Boards Association Convention (April, 1983, San Francisco, California). Presentations centered on school

children's mental health, board relations with teachers and administrators, academic standards, student discipline, merit pay and competency testing, and financial problems.

Brady, L. (1985). The "Australian" o.c.d.q. a decade later. Journal of Educational Administration, 23(1), 53-58.

The organizational Climate Description Questionnaire, modified by Thomas and Slater for use in South Australian schools in 1970, was based on four factors (rather than the original eight): principal supportiveness or operations emphasis and teacher disaffiliation or intimacy.

Bridges, E. M. (1985). Managing the incompetent teacher--what can principals do. NAASP Bulletin, 69(478), 57-65.

Five questions relating to the management of incompetent teachers are answered: (1) What is incompetence? (2) How can the administrator help the incompetent teacher? (3) How can principals prove incompetence during dismissal hearings? (4) What kinds of resources are needed? and (5) Why is managing incompetent teachers worth the effort?

Brodinsky, B. (1983). Boards and superintendents: How to have a healthy relationship. Updating School Board Policies, 14(2).

This article focuses on the communication skills which, if pursued, will aid the relationships between boards and superintendents. Each must supply the other with the necessary facts.

Brodinsky, B. Teacher morale: What builds it, what kills it. Instructor, 93(8), 36-44.

The results of an American Association of School Administrators' study indicate that professional autonomy, daily recognition, and involvement in decision making help build teacher morale. Several suggestions for strengthening morale in the school environment and improving productivity are offered.

Brophy, J., & Good, T. (1985). Teacher behavior and student achievement. Michigan State University: Institute for Research on Teaching.

This paper, prepared as a chapter for The Handbook of Research on Teaching (third edition), reviews correlational and experimental research linking teacher behavior to student achievement. It focuses on research done in K-12 classrooms during 1973-83, highlighting several large-scale, programmatic efforts.

Brown, R. D., et al. (1985). Does the superintendent's opinion affect school boards' evaluation information needs? An empirical investigation. Urban Education, 20(2), 204-221.

School board members indicate information needs and decision-making processes vary depending upon such factors as importance of decision, conflict present, superintendent support and program setting.

Brown, S. J. (1985). Teachers' powerlessness: Peer assessments and own perception. Planning and Changing, 16(1), 22-34.

A study of teacher perceptions of more or less powerful teachers and their influence in the schools is reported in this article.

Buchanan, A., & Bachelor, P. (1985). What administrators say about the relationship between staff development and staff planning. Los Alamitos, CA: Southwest Regional Laboratory for Educational Research and Development.

Administrators from local school districts in the southwest were consulted on three issues regarding the operational aspects of staff development. First, an effort was made to ascertain the conditions determining whether staff development programs are mandatory or voluntary. The second issue discussed was the relationship between staff development and staff planning.

Bullock, W., Jr., & Davis, J. (1985). Interpersonal factors that influence principals' rating of teacher performance. Planning and Changing, 16(1), 3-11.

This article deals with a study that showed principals are affected by nonperformance factors when they evaluate teacher performance.

Bullough, R. V., Jr., et al. (1984). Ideology, teacher role, and resistance. Teachers College Record, 86(2), 339-358.

The cultural tradition of public service and "technocratic mindedness" have influenced and shaped the teacher's role. Interviews with teachers illustrate aspects of the nature of limits and role boundaries. Instances and meanings of contrary teacher actions are discussed.

Burke, P. J., & Fessler, R. (1983). A collaborative approach to supervision. Clearing House, 57, 107-110.

The author explores key components of the teacher professional growth process and examinies how "significant others" can contribute to the components discussed. He presents a structure for a collaborative approach to supervision and staff development.

Caldwell, W. E., & Sites, W. H. (1983, April). The relations between high labor-management conflict and turnover of key school district personnel. Paper presented at the annual meeting of the American Educational Research Association.

A study was done of several Pennsylvania school districts which adopted teachers' right to strike. It was found that these districts experienced high turnover rates of key school personnel following the strikes.

Campbell, P. F., & Johnson, M. L. (1983). Computation is not enough. Principal, 63(2), 38-43.

Principals need to be alert to the needs of older teachers. They should offer support, preretirement education programs, or time off for teacher reflection and self-renewal. This alleviates preretirement worries and improves the transition period from work to retirement.

Cangelosi, J. S. (1984). Cooperation in the classroom: Students and teachers together. Washington, D.C.: National Education Association.

This book gives suggestions that are an outgrowth of numerous studies of behavior management and student engagement, or participation, as well as classroom teaching experiences.

Carfield, R. D., & Walter, J. K. (1984). Teacher evaluation and RIF--Can there be peaceful coexistence. NASSP Bulletin, 68(475), 48-53.

This article describes the Walker-Carfield Model for teacher evaluation, designed to reduce teacher anxiety and hostility and reduce administrator time. It includes the Teacher Effectiveness Chart.

Chapman, H. (1984). A study of the relationship between staff/leader problem interaction and teacher evaluation of principals in Georgia middle grade schools (School climate, leadership skills, administrator evaluation). DAI, 45(9), 2707.

The purpose of this study was to investigate the relationship between teachers' evaluations of Georgia middle grade school principals on selected areas of administrative responsibility and teachers' ratings of these same principals on staff/leader problem interaction.

Chapman, J. (1984). Relationships between principals and members of school councils: An attitude scale. Journal of Educational Administration, 22, 47-56.

This reports on the design of a 24-item, Likert-type scale for measuring attitudes of school council members and school principals concerning the proper relationship between principal and the school council.

Chaney, M. J., et al. (1983, April). The special service teams of the Indianapolis public schools: School based student service teams. Paper presented at the Annual International Convention of the Council for Exceptional Children, Detroit.

Screening of students who may require special services by the Indianapolis Public Schools is conducted by Special Service Teams. Directives and memoranda released simultaneously by school districts has been an important method of communicating uniformly to the team members outside the group meeting. Providing an inservice for the respective buildings at least once a year conveys to staff the team's purpose, as well as providing a communication link.

Cheek, E. H., Jr., & Lindsey, J. D. (1986). Principal's roles and teacher conflict: A recapitulation. Journal of Learning Disabilities, 19(5), 280-284.

Principals should perform functions in three major areas: interpersonal relationships; information processing; and decision making.

Childers, J. H., Jr. (1985). Linguistic programming enhancing teacher-student communications. Journal of Humanistic Education and Development, 24(1), 32-39.

This article defines Neurolinguistic Programming and its application to classroom teaching. It describes five systems individuals use to process information and gives examples of effective and ineffective teacher-student communication.

Chubb, J. E., & Moe, T. M. (1985). Politics, markets, and the organization of schools. Paper presented at the annual meeting of the American Political Science Association, New Orleans. (ERIC Document Reproduction Service No. ED 2635674)

Based on the results of an "Administrator and Teacher Survey", this study is a detailed comparative description of public and private schools. It compares their relationships with parents and outside authorities, their leadership, their organizational structure, their interpersonal relationships and their educational environments and practices.

Clay, K. (1984). Attracting and maintaining a quality teaching staff: A synthesis of research. Association of California School Administrators.

This report is a synopsis on research related to attracting and maintaining new teachers. It also synthesizes research on attracting and maintaining quality teachers in a profession increasingly labeled mediocre. The human relations aspect is intertwined in the teacher-administrator relationship.

Cook, P. F., & Green, E. E. (1986). Supervision in education: Developing critical interpersonal and team building skills. Illinois School Research and Development, 22(3), 100-105.

The authors note that effective educational leaders combine knowledge, technical expertise, and interpersonal skills that facilitate collaboration between teachers and supervisors. They suggest that Theory Z management principles ahd behavior modeling methods have much to offer to the development of leadership skills.

Corbett, H. D. (1982). Principals' contributions to maintaining change. Phi Delta Kappan, 64(3s), 90-92.

This article reports on a study of 14 elementary and secondary schools, showing that incentives encourage teachers to continue innovative practices. It is noted that principals are in the best position to provide incentives.

Cresap, McCormick, and Paget, Inc. (1984). Teacher incentive: A tool for effective management. American Association of School Administrators, 54.

This teacher incentive system enables school districts to address the concerns of their constituents, and teacher concerns, like salaries and also administrative concerns such as attracting and maintaining good teachers. A number of other items are addressed.

Croft, J. C., et al. (1983, April). Some relationships between administrators' opinions and teachers' quitting behavior in an urban public school system. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

This paper examines how the opinions of administrators influences the quitting behavior of teachers. It is concluded that there is apparently little influence exerted by principals.

Croghan, J. H., & Lake, D. G. (1985). Strategic considerations for improving the principalship. Paper presented to the Southeastern Regional Council for Educational Improvement, Research, Triangle Park.

This paper addresses the need for a strategic focus on the improvement of the principalship. Whatever technical changes are made in a school district's formal system for selecting, training, appraising, compensating, and certifying principals, there are predictable consequences for the political and cultural dimensions of that district.

Cullison, M. G. (1984). Experimental program for preparing school principals. Clearing House, 58(4), 153-155.

This describes Butler University's Experiential Program for Preparing School Principals, a model based on the assumption that the building principal is the key factor in a quality school program.

Cusack, J. (1982). Stress and the principalship: A comparative study of elementary and secondary principals in Virginia Public Schools. Dissertation Abstracts International, 43, 3164.

The purpose of this study was to measure, analyze and compare the degree of stress perceived by public elementary and secondary school principals in Virginia as being related to selected job events. It was found that the white, youngest, and least experienced principals in education perceived greater stress relative to Scale 3 (Interpersonal Relations).

Dalheim, M. (1982). A place to call our own. Instructor, 92(2), 100-102, 104, 203.

While teacher centers vary widely in origin, size, and sophistication, most respond to teachers in four crucial ways: (1) services planned according to

teacher needs; (2) staff members from the teaching ranks; (3) meeting place for teachers; and (4) convenient locations.

Day, C. W. (1985). Architect-school client conflicts: The contractual agreement. School Business Affairs, 51(7), 25.

Expanding the standard form of agreement between owner and architect to include terms written specifically for the school can help resolve conflict.

Day, C. W. (1985). Architect-school client conflicts: Project construction. School Business Affairs, 51(8), 26.

Five major sources of dispute between architects and school clients include interpersonal relations.

Day, P. S. (1986, July). Methods for enhancing efficiency of interdisciplinary team decision making. Resources in Education, 150, 141, 055.

This paper reviews difficulties in special education interdisciplinary team decision making and relates the experiences of one team's efforts to increase intra-team communication. Among problems cited are lack of focus in discussions, unequal levels of participation, and limited abilities to produce recommendations or provide therapy in a truly integrative fashion.

De Bevoise, W. (1982, Spring). Collegiality may be the password to effective inservice programs. R & D Perspectives.

This overview of a number of research and development projects suggests tht the programs' relevance is the more important of these factors and that even mandatory programs may eventually be accepted by teachers when the classroom outcomes of the new approaches are sufficiently effective.

De Bevoise, W. (1982). Conference explores effects of collective bargaining on schools and administrators. R & D Perspectives.

The conference, The Effects of Collective Bargaining on School Administrative Leadership, explored a multiplicity of approaches to collective bargaining and its effects on lthe management of public schools. The conference viewed collective bargaining and administrative leadership from the perspective of the researcher, the teacher union representative, the administrator, and the teacher.

Deering, T. E., & Deering, M. A. (1984). A collective bargaining proposal for public school teachers. Education, 104(3), 278-280.

These authors offer solutions based on bargaining, mediation, and binding arbitration that allows teachers' input in developing work environments without producing disagreements which stop work. Methods are suggested for paying for bargaining processes designed to insure both parties will be realistic in their demands.

Delon, F. (1984, September). Dismissal of public school teachers for immoral conduct. Paper presented at a meeting of the Kentucky Council of School Attorneys.

Recent court definitions of immoral conduct require that employers establish a nexus between the objectionable conduct and the individual's fitness to teach, while teacher plaintiffs have argued that dismissals for alleged immoral conduct violated various constitutional rights. This paper reviews a cross-section of recent court cases involving teacher dismissals resulting from sexual and sexually related conduct.

Deluca, N. M. (1983). Social studies teachers and computer technology: An administrator's perspective. Social Education, 47(5), 33-334.

Six concerns that an administrator would have about introducing computers would include teacher acceptance, relationship to existing structure, client demand, school board committment, expectations, and software development.

DeYoung, A. J. (1986). Excellence in education: The opportunity for school superintendents to become ambitious. Educational Administration Quarterly, 22(2), 91-113.

The author discusses the nature of recent calls for educational reform in the context of the historical role of superintendents in the development of the public school movement. An example is cited of how one superintendent facilitated educational innovation and used administrative relationships to enhance school effectiveness.

DiGeronimo, J. (1985, December). Some do's and don'ts for new principals. NASSP Bulletin, 69, 91-94.

This article provides a list of 35 suggestions to help new principals avoid pitfalls and strengthen their position as administrators.

Dittloff, R. (1982). Evaluate the superintendent. American School Board Journal, 169(11), 41.

The Ashwaubenon (Wisconsin) school board bases its superintendent's evaluation on the job description and on specific goals that the board and superintendent have mutually agree upon. The areas of evaluation used to form the job description are people management, task management, and personal competence.

Docking, R. A., & Docking, E. (1984). Reducing teacher stress. Unicorn, Bulletin of the Australian College of Education, 10(3), 261-274.

This reports on a case study of inservice training conducted to enhance the teacher/student relationship and reduce teacher anxiety. It found significant improvements in attitudes, classroom management activities, and lower anxiety among teachers.

Dolce, R. (1984). Being a teacher of the behavior disordered. Education, 105, 155-161.

This article draws on 13 years experience teaching behavior disordered students to identify effective teaching methods. The importance of honesty,

fairness, consistency, persistance, intuition, praise, and humor in the teacher-student relationship is discussed.

Donmoyer, R. (1985). Cognitive anthropology and research on effective principals. Educational Administration Quarterly, 21, 31-57.

According to researchers, the principal's leadership and the perceptions of the school staff are important in effective schools. A method for uncovering personal perceptions called ethnographic semantics is described. Findings from a study in which this methodology was used are presented.

Doremus, R. R. (1985). The superintendent as teacher. Educational Leadership, 42(5), 82-84.

Superintendents give information and counsel to administrators, board members, parents, teachers, and students. A six-item reference list is provided.

Doster, P. G. (1983). Leadership style, problem solving interaction and intra faculty conflict in selected rural high schools of Georgia. (Doctoral dissertation, the University of Georgia, 1983). Dissertation Abstracts International, 43, 7A.

The purpose of this study was to determine the relationships among teacher satisfaction with principal's leadership style, teacher satisfactions with principal's problem-solving interaction techniques, and the perceived degree of intrafaculty conflict in selected rural high schools of Georgia.

Drake, J. M. (1984, February). Improving teacher performance through evaluation and supervision. Paper presented at the annual meeting of the National Association of Secondary School Principals, Las Vegas, Nevada.

This paper reviews issues that concern teacher evaluation, recommendation of evaluation processes, and establishing guidelines for effective educational leadership. The recommended approach includes conferring with the teacher to establish goals, establishing an action plan, and determining jointly if the goals have been met.

Dryden, B. J. (1984). They don't have to be futile. Principal, 63(3), 36-39.

One principal's solution to low staff morale illustrates guidelines for improving teacher committee productivity through teamwork and shared leadership.

Duckett, W. R. (1984, Fall). Teacher evaluation: Gathering and using data. Papers presented at NSPER:81 sessions, Des Moines, Iowa; Knoxville, Tennessee, and Albuquerque, New Mexico.

The main thrust of this article is related to teacher evaluation and the process of gathering dasta. The article also deals with teacher - administrator relationships as it relates to evaluation. An emphasis is placed on communication and trust necessary to maintaining a good working relationship during and after evaluation.

DuFour, R. P. (1985, December). Learning from corporate giants. Executive Educator, 7, 18-20.

This article identifies eight characteristics presented in the book In Search for Excellence that can be effectively used in school management.

Duke, D. L. (1982). What can principals do? Leadership functions and instructional effectiveness. NASSP Bulletin, 66(456), 1-12.

Linking his observations with existing research on teacher and school effectiveness, the author identifies functions directly related and two functions indirectly related to the achievement of instructional effectiveness. Questions to ask to indentify effective principals are provided for each of the six leadership functions.

Dunham, J. (1985). Stress in teaching. New York: Nichols Publishing Company.

Through the extensive use of teachers' reports, the many and varied stresses endured by teaching staff and their reactions to them are identified. In focusing on the dual problem of reducing pressures on teaching staff and strengthening their coping resources, this book calls attention to a

series of issues within education. Chapters are devoted to such topics as: identification of stress reactions; identification of teachers' coping resources; recommendations for strengthening personal and interpersonal resources; and recommendations for strengthening organizational resources.

Dunkleberger, G. E. (1982). Classroom observation: What should principals look for? NASSP Bulletin, 66, 9-15.

Administrators seeking the cooperation of teachers in the classroom observation phase of teacher evaluations should establish well-defined criteria in the areas of planning, technical skills, instructional skills, and classroom management so that teachers can recognize the evaluation process as an objective attempt to encourage their professional growth.

Edwards, G. (1982). Teacher absenteeism in senior high schools: economic, educational and human costs of teacher stress. Dissertation Abstracts International, 43, 29.

This empirical study evaluated several factors believed to be related to teacher absenteeism: teachers' own attitudes toward interpersonal, intrapersonal, and environmental stressors and how these stressors impact pupil control; administrator/teacher relations; teacher/parent relations; and teacher-to-teacher relations.

Embretson, G., et al. (1984). Supervision and evaluation: Helping teachers reach their maximum potential. NASSP Bulletin, 68, 26-30.

An effective teacher evaluation program geared toward instructional improvement is described. It includes frequent interaction between administrators and teachers and is participatory, diagnostic, and cooperative.

Emmer, E. T. (1985). Classroom management: Research and implications. Research on classroom learning and teaching. Texas University, Austin: Research and Development Center for Teacher Education.

Classroom management is conceptualized as a set of teacher behaviors and activities that are directed at eliciting study involvement or engagement in classroom activities and preventing disruption. Research on clasroom management and discipline is reviewed and integrated into a three phase model.

Ernest, B. (1982). Guidelines for principals: Taking your leadership temperature. NASSP Bulletin, 66(456), 13-17.

This article provides a checklist that allows identification of five major leadership styles, along the axes of concern for production and concern for people.

Euberts, R. W., & Stone, J. A. Principal effectiveness: Using nonexperimental data to assess the findings of case studies. Final report. (BBB09086). Oregon University, Eugene Center for Educational Policy and Management.

Using nationally representative data generated by the normal, day-to-day operation of schools, this research tested the major conclusions drawn from case studies focusing on principal effectiveness. On the basis of detailed information regarding individual students characteristics and achievements, detailed characteristics of teachers and their instructional choices and methods, and detailed information on the characteristics and behavior of principals, relevant changes in the educational process and in student outcomes were measured in relation to particular types of principal behavior. The study concludes that principals directly affect student achievement through providing strong leadership and reducing conflicts among the participants in the educational process.

Farrar, E., & Flakus-Mosqueda, P. (1986). State-Sponsored schoolwide improvement programs: What's going on in the schools. Phi Delta Kappan, 67(8), 586-589.

This article examines student improvement programs initiated by four states and looks at the strategy to improve principal-teacher communication. It

attributes the success of these reform programs to solid leadership skills, flexible design, and clear purpose.

Felder, B. D. (1982, March). Improving the principal's performance as an instructional leader. Paper presented at the annual meeting of the American Association of School Administrators, New Orleans, Louisiana.

This paper identifies the factors that can make a building principal an effective instructional leader, as seen from the superintendent's perspective.

Feldman, R. (1985). Nonverbal behavior, race, and the classroom teacher. Theory Into Practice, 24, 45-59.

Teachers are not always sensitive to the fact that students of different races may possess differing communacative codes. Differences between the nonverbal communications of blacks and whites are discussed.

Ferree, G. (1985). The epistemology of knowing how students feel. American Journal of Education, 93(2), 240-251.

This article discusses the exhortation to teachers--"Know your students"--as requiring not only knowing that students feel certain ways but also knowing what it is like to have such feelings. Five distinct senses are identified and discussed in pedagogical contexts.

Ficklen, E. (1982). Artful dodgers principals use to beat bureaucracy. Executive Educator, 4, 15-16.

A study of Chicago principals revealed many ways principals practiced "creative insubordination"--avoiding following instructions but still getting things done.

Ficklen, E. (1984). Here are the traits that separate the boss who walks on water..from the boss who's all wet. Executive Educator, 6(6), 26-29, 41.

This article discusses characteristics of good and bad bosses in school systems. Good bosses create a team spirit, show concern, fairness, and trust for their employees, and have demanding but clear expectations, though they allow for mistakes. Bad bosses are self-centered and either neglect or tyrannize their employees.

Firestone, W. A., & Wilson, B. L. (1985). Using bureaucratic and cultural linkages to improve instruction: The principal's contribution. Educational Administration Quarterly, 21, 7-30.

Principals can influence teachers and insructional behavior by working through linkage mechanisms within the organizational structure of the school. Two types of linkages are identified: bureaucratic and cultural. Principals have access to linkages of both kinds; using linkages effectively, they can generate a common purpose in their schools.

First, P. F., & Carr, D. S. (1986). Removing barriers to communication between principals and teachers. Catalyst for Change, 15(3), 5-7.

Communications improve if school principals remove communication barriers with their teachers, thereby building trust. Involving teachers in decisions and knowing what is happening enables teachers to overcome assumptive barriers. Stereotypes are overcome by personal and professional communications. Private discussions and forms of praise remove interpersonal barriers.

Fisher, M. (1984). Teacher Burnout: Some Australian findings. Unicorn, Bulletin of the Australian College of Education, 10(3), 226-232.

This describes findings from an Australian study in the Northern Territory clarifying the relationship between stress and teacher burnout.

Flora, V. R., & Applegate, J. (1982). Concerns and continuing education interests of staff developers. Journal of Staff Development, 3, 29-37.

To help explain the role and purpose of staff development in the schools, information was solicited from professionals in the field about

their job-related concerns and needs, and their continuing education interests. Their responses are summarized, and recommendations for the field are suggested.

Ford, R. (1984). Discipline strategies for teachers of problem students. (Washington Offices of the State Superintendent of Public Instruction, Olympia. KNOW-NET Dissemination Project). Washington, D.C.: National Institute of Education.

Focusing on the improvement of discipline skills and management strategies for classroom teachers, four major intervention and management techniques used in classroom discipline are reviewed. Teacher Effectiveness Training is a course focusing on teacher-student relationships within the framework of effective human relations and recognition of subjective human reactions to interacting situations. Transactional Analysis is based on the idea that all individuals can learn to trust themselves, think for themselves, and make their own decisions. Reality Therapy, a cognitive-behavioral approach, focuses on cause and effect dynamics in relationships. The Assertive Discipline Technique helps people to learn how to express their wants, needs, and feelings more effectively.

Fredin, E. S. (1983). The context of communication: Interactive telecommunication, interpersonal comunication, and their effect on ideas. Communication Research, 10(4), 553-581.

The author presents the results of a study which explored the effects of an interactive cable television system on the dynamics of interpersonal communication and the diversity of new ideas within work groups in elementary schools.

Freer, M., & Dawson, J. (1985). Don't evaluate your teachers. Phi Delta Kappan, 66(10), 720-722.

Teachers and administrators in Coeur d' Alene, Idaho, received inservice training to prepare them for participation in a widely appreciated supervisory relationship that grants teachers professional respect and reserves formal evaluation for teachers who are clearly failing to meet objectives cited in their personal professional growth plans.

Frels, K., & Cooper, T. (1984). Documentation of employee performance. Chapter 6 of Legal Issues in Public School Employment. (ERIC Document Reproduction Service No. ED 016 920)

This article can be summarized in three steps: (1) develop a sound evaluation system; (2) provide administrative inservice on evaluation policies and the proposed documentation system; and (3) apply in a way that preserves the personal dignity of their employees.

Galloway, D. (1983). Teachers and stress. Final Report, January 1981-May 1982. Wellington, New Zealand: New Zealand Educational Institute.

Part one of this report reviews previous research, which has focused on the prevalence and sources of teacher stress more than on coping strategies. Survey results indicated the need for inservice courses to help principals deal with such frequent sources of stress as time management and disagreements with colleagues. Results further indicate that teachers' relations with children and colleagues are a high source of both stress and satisfaction.

Garascia, A. (1986). When your staff is not like a team. Momentum, 17(1), 40-42.

This article looks at three models for the development and functioning of troups. It identifies causes of staff tension and signs of serious internal problems. It considers the option of bringing in an outside facilitator to assist in team development. It discusses the faith dimension of team building.

Garmon, N. B. (1986, March). Leadership and the educative act: Look toward the next century to ensure quality instruction. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development, San Francisco.

This paper addresses the need to pay more attention to the quality of life in schools, especially as it relates to collegiality and professional kinship among educators. Educators need to abandon the instrumental view of education, which looks at teaching methods or learning outcomes in isolation, and shift their focus of interest to

"the educative act," at the zone of interaction between teachers and students.

Gentry, R., & Celestine, R. (1986, April). Ok, not-so-ok strategies for teaching the mildly handicapped. Paper presented at the annual convention of the Council for Exceptional Children, New Orleans, Louisiana.

The paper views teaching as an interaction between the teacher and students with the teacher having the responsibility of structuring the environment to assure student learning.

George, R. E. (1983, February). How to build a positive relationship with the superintendent and board of education. Paper presented at the annual meeting of the National Association of Secondary School Principals, Dallas, Texas.

This paper presented at the annual NASSP emphasized the measures to be taken by school principals in order that good relationships be established with the superintendents and board. Principals are encouraged to innovate and voice disagreement.

Glickman, C. D. (1985). Development as the aim of instructional supervision. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development, Chicago. (ERIC Document Reproduction Service No. ED 263655)

Supervisors should try to develop the thinking abilities of teachers. This paper reviews the role of the supervisor, the importance of the supervisor's activities as models for the teachers, the characteristics of different types of conceptual thinking, and the difficulties that hinder educational improvement efforts.

Goldsberry, L. (1985). Principals' thoughts on supervision. Paper presented at the Educational Research Association, Chicago.

This paper gave the analysis of the responses of 21 teacher supervisors from six school districts in Pennsylvania. Three patterns of direct supervision of teachers were revealed: "nominal supervision",

"patterned supervision", and "integrated supervision".

Good, T. L. (1982). Classroom research: What we know and what we need to know. Texas University, Austin: Research and Development Center for Teacher Education.

An overview of areas of classroom research explored in the past decade provides a foundation for discussing major conclusions which appear to emerge from recent research findings. The solid demonstration that teachers make a difference in student learning is cited as the chief contribution of classroom research in the 1970s.

Graham, J. B. (1985). Serious about keeping good teachers? Help them reclaim lost teaching time. American School Board Journal, 172(1), 35-36.

The author argues that the best way to improve teachers' performance and morale is to provide more paid time for essential teaching tasks. Six suggestions are provided: reduce class size; provide clerical help; delegate responsibility; provide student assistants; seek help from parents; provide monthly (nonteaching) work days.

Grayson, D. S. (1985). Implementing the Gender Expectations and Student Achievement (GESA) teacher training program. Resources in Education, 141, 150.

GESA objectives are to reduce the disparity in the frequency of teacher interaction with males as compared to females, reduce stereotyping by teachers and increase reading and math achievement of students in classrooms of teachers receiving GESA training. This paper focuses on the implementation of this training program.

Green, D. W. (1985). Do board members really know what's going on? Nine tips on handling information. Journal of Educational Public Relations, 8(2), 25-27.

Nine factors to consider when determining what kind of information and how much a superintendent should supply to a school board are discussed.

Griffin, G. A. (1984, October). Crossing the bridge: The first years of teaching. Seminar paper presented at a hearing of the National Commission on Excellence in Teacher Education, Austin, Texas. (ERIC Document Reproduction Service No. ED 250 292)

The potentialities of the beginning teacher can best be realized by a high level of interaction and collaboration with experienced teachers and understanding administrators. When new teachers start their work, the procedural aspects should be minimized and the pedagogical responsibilities emphasized, with immediate support being provided from the best experienced teacher. Administrative support for the peer teacher-new teacher relationship is important.

Guilkey-Amado, J. (1984). Improving instruction with school-site support teams. Making Our Schools More Effective: Proceedings of Three State Conferences. (ERIC Document Reproduction Service No. ED 249 594)

This paper describes a program at the Vallejo (California) School District involving the use of instructional support teams composed of principals and teachers from each school to promote instructional improvement by increasing school-site leadership and teamwork between administrators and teachers. Advantages of the instructional support teams include: (1) shared responsibility between administrators and teachers; (2) greater interaction among professionals over matters of importance; and (3) an ongoing means for developing minds using staff expertise and leadership capacity.

Gumkpert, G., & Cathcart, R. Inter-media: Interpersonal communication in a media world (3rd ed.). New York: Oxford.

This book examines the effect that the media have on the development and form of interpersonal relationships and communication. The authors believe that it is "misleading to study interpersonal communication and pretend that media do not influence the nature of the phenomenon".

Haddock, T., Stanley, B., & Burns, C. (1986). State of the art day strengthens community relations. Thrust for Educational Leadership, 15(5), 16-22.

The authors describe the decision making process in a Phoenix, Arizona school district that involves the community and staff in shared process. The district management system is organized so that the essential role of the principal as key decision maker is still supported.

Hall, G. E. (1984). Three principal styles of facilitating school improvement. Making Our Schools More Effective: Proceedings of Three State Conferences. (ERIC Document Reproduction Service No. ED 249 582)

This paper describes three pragmatic "change facilitator styles": initiator, manager, and responder. These styles were identified through observations of principals' school improvement practices and the effects that those practices had on implementation at the classroom level. The conclusions from the Principal-Teacher Interaction Study indicate that principals do indeed carry out interventions in ways consistent with each of the three change facilitator styles.

Ham, C. (1985, December). What principals need to get most from teachers. Executive Educator, 7, 24-25.

This article focused on the program Operation Excel developed in a Texas school system. It teaches principals and teachers the skills of effective teaching and teacher evaluation.

Harris, K. R., et al. (1984, April). Teacher characteristics as related to five dimensions of teacher stress, sex and age. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Research has indicated that teachers with a humanistic orientation have fewer problems with classroom discipline and are less subject to stress than are those with an authoritarian approach. This research shows that principal-teacher professional relationships were two of the main factors implicated in teacher stress.

Hart, A. W. (1986, April). Career ladder effects on teacher attitudes about teacher tasks, careers, authority, and supervision. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

A survey instrument of a career ladder plan tested attitude interaction patterns emerging during implementation. This study notes how authority relationships are affected between teachers and administrator.

Hassenpflug, A. (1986). Teacher-administrator cooperation--A necessity for the effective school. NASSP Bulletin, 70(490), 38-41.

Many teachers adopt a "them versus us" attitude in their interactions with administrators. The principal's broader perspective on the school's program, as well as contacts outside the school, can work to a program's advantage if teachers tap into it.

Hatch, J. A. (1982). Antagonistic cooperation as a policy for approaching management-labor relationships in education. Planning and Changing, 13(2), 124-128.

The author argues that the two extremes of aggression or capitulation are equally malproductive ways for administrators to approach teacher unions and collective bargaining. This article suggests instead of a relationship that moves between the lesser opposites of antagonism and cooperation called "antagonistic cooperation".

Haydon, G. (1984). Autonomy as an aim of education of teachers. Journal of Philosophy of Education, 17, 219-228.

If autonomy is to be taken seriously as an educational goal, then teachers should also have autonomy. But, in order to understand the implications of autonomy, one must differentiate betwen it and self-determination and consider possible conflicts between the two among students, teachers, and the larger community.

Heller, M. (1985). Principals in high tech age are the non-replaceable leaders. NASSP Bulletin, 69(484), 43-46.

The focus is on presenting suggestions for principals to follow to insure that they are leading and managing their schools effectively.

A helping colleague for teachers: Charlotte's assistant principal for instruction. (1985). Education and Urban Society, 17(3), 341-346.

The purposes and duties of the Assistant Principal for Instruction (API), a support staff position in every school in the Charlotte-Mecklenburg School System, are described. The typical day of an API, who acts as an adviser to teachers on matters of curriculum and instructional excellence, is outlined. Ways of improving the teacher-API relationship are considered.

Henjum, A. E. (1984). Recognizing personality differences among teachers can help supervisors. NASSP Bulletin, 68, 50-55.

A study of 579 preservice teachers in nine different subject areas showed differences in personality patterns. The author believes that principals aware of differences in their teaching staff will establish better communication patterns and improve their schools.

Hentges, J. T. (1985, March). The politics of superintendent school board linkages: A study of power participation, and control. Paper presented at the annual meeting of the American Association of School Administrators, Dallas.

A study of 188 superintendents and 379 school board members in districts with student enrollments above 25,000 sheds light on several factors affecting the working relationships between superintendents and their local boards. Board members tended to follow personal judgement rather than constituent preferences when making decisions, and received more systematic information from professional educators than from other sources.

Hepburn, M. A. (1984). Democratic schooling--Five perspectives from research in the United States. International Journal of Political Education, 6, 245-262.

Although students are told about the principles of democracy, they get few chances to experience democratic participation. It analyzes five research efforts spanning 45 years which attempted to study democratic practices in schools and how such practices affect attitudes and behavior. The results indicapte that democratic education is both possible and effective.

Herlihy, B., & Herlihy, D. (1985, December). Improving principal-teacher relationships by understanding the concept of power. NASSP Bulletin, 69, 95.

The authors outline the uses of power in the position of principal. It includes definitions of types of power and explains how to implement an empowering approach that enables principals to have power "with" not "over" their teachers.

Hord, S. M. (1984). The effects of principal styles on school improvement. Paper presented at the Regional Exchange Workshop, Tennessee.

This speech describes ongoing research by the Research and Development Center for Teacher Education in Austin, Texas, on the role of the principal in the process of school improvement. Basic assumptions of the research are that change is a process, not an event, that change begins with individuals, and that it involves personal growth; hence, interventions must be related first to people, then to the innovation.

Hord, S. M., & Hall, G. D. (1983). Three images: What principals do in curriculum implementation. University of Texas, Austin: Research and Development Center for Teacher Education.

Past research has correlated differential curriculum implementation outcomes at the classroom level with the actions of the key change facilitator at the school level: the principal. Accordingly, this paper reports the results of a study of three change facilitator styles among principals:

responders, managers, and initiators. The significance of the three styles in terms of implementation success at the teacher and classroom level is discussed.

Hord, S. M., & Hall, G. E. (1984, April). Principals use research-based techniques for facilitating school effectiveness. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Research shows that principals with strong leadership qualities are a critical factor in effective schools. This paper describes three research based techniques that principals can use when making decisions about how to help teachers develop their skills.

Howlett, B. (1984). Communication skills and strategies for teacher-librarians. Emergency Librarian, 11, 14-19.

Cooperative planning and teaching techniques between classroom teacher and teacher-librarian constitute an effective method for teacher-librarian to be more directly involved in instructional process. Teacher-librarians must use interpersonal skills to overcome negative perceptions about their service. Specific suggestions and 17 references are included.

Huberman, A. M., & Miles, M. B. (1984). Rethinking the quest for school improvement: Some findings from the DESSI study. Teachers College Record, 86(1), 34-54.

A review of the Study of Dessemination Efforts Supporting School Improvement (DESSI) field study indicated a need for reorganization of the conceptual paradigms used to account for school improvement. Current paradigms do not account for the rational and conflict theories of social change.

Huddle, G. (1984). How complex is the principal's job? What actions can principals take to be more effective. NASSP Bulletin, 68(476), 62-67.

This article provides a review of current research on effective school leadership. Effective principals take responsibility for all aspects of a situation and go beyond ordinary boundaries.

Instructional climate for success. The best of ERIC on educational management, Number 75. (1985). Washington, DC: National Institute of Education. (ERIC Document Reproducstion Service No. ED 251 912)

The eleven publications reviewed in this annotated bibliography were selected from the ERIC database as significant and useful information about aspects of the school environment--the instructional climate--that lead to school effectiveness. Among the topics discussed are teacher expectations, staff morale, student input, self-discipline, and leadership qualities.

Irwin, C. C. (1985, January). What research tells the teacher about instructional leadership. Paper presented at the annual meeting of the National Association of Secondary School Principals, New Orleans, Louisiana.

Leadership is defined in terms of critical behaviors and instruction is defined as a four-step process. An examination of over 400 research reports indicates that the most powerful predictor of instructional effectiveness is leadership style. Principals should be aware of their personal leadership style and value system. They also need to be aware of curriculum trends. Many states working toward educational reform are establishing principal academies, workshops, and other programs to develop principals as instructional strategists and managers.

Isherwood, G. B. (1983). Clinical supervision: A principal's perspective. Journal of Educational Administration, 21(1), 14-20.

This article is primarily concerned with clinical supervision as perceived by public school principals in relations to prior research in the area. The article also deals with interpersonal communications as 65 principals supplied data on three aspects of supervisors' behavior.

Jackson, S. A., et al. (1983). Instructional leadership behaviors: Differentiating effective from ineffective low-income urban schools. Urban Education, 18(1), 59-70.

Three factors were found to distinguish effective from less effective schools in Washington, D.C.: (1) principals' leadership style and support of teachers; (2) teachers' role in instruction; and (3) staff development programs.

Johnson, B., & Deer, C. E. (1984). Improving the organizational climate of schools: An evaluation of an intervention. Journal of Educational Administration, 22(2), 135-145.

Skills training aimed at developing interpersonal human relations and personnel management skills were measured by responses to organizational climate questionnaires and reported in this article.

Johnston, D. (1985). Put out your school's welcome mat for central office visitors. Executive Educator, 7(3), 30.

Establishing a good relationship between central office administrators and school personnel requires shared responsibility and flexibility.

Johnston, G. S., & Germinario, V. (1985). Relationships between teacher decisional status and loyalty. Journal of Educational Administration, 23(1), 91-105.

This study examined the relationship between teacher involvement in decision making and loyalty to the principal in ten elementary and five secondary schools. Researchers found that teachers were most loyal to principals who gave them decision-making power in areas closely related to instruction.

Jones, A. (1983). A study of superordinate, subordinate and external role relations as determinants of principals' perception of on-the-job stress. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

The purpose of this study is to clarify the role of internal and external factors in elementary and secondary school principals' perceptions of on-the-job stress. According to the modified administrative Stress Index used for the study, principals generally perceived a greater amount of job stress from interactions with external groups, such as parents and union representatives, than from interactions with superordinate internal groups, such as school board members and superintendents. Results confirm the findings of previous studies, however, indicating that interactions with subordinate internal groups, especially teachers, generate the greatest amount of stress.

Katz, M. (1985). Match working styles, and find your way to board/superintendent harmony. American School Board Journal, 172, 33-34.

School boards and superintendents can work most effectively together when their operating styles are compatible. Boards may tend toward either the corporate or the familial style, while superintendents' administrative styles may tend toward the structured and task-oriented or toward the personal.

Kehoe, W. V. (1984). Teachers' personal imperatives related to the school's educational expectancies of students (personality, brain hemispheric dominance, cultural perceptions). DAI, 45(6), 1591.

The focus of this study was to make school staffs aware of their own personal characteristics by which they acquire knowledge, process it, give it value and share it with students. It concludes by suggesting strategies for strengthening interpersonal relations between principals and their staffs.

Kerchner, C. T. (1986, August). Labor policy in school districts: Its diffusion and impact on work structures. Resources in Education, 143, 160.

This study examines how labor relations affect teachers' work attitudes and behavior, and how labor relations and contract provisions take on practical significance in the school and classroom.

Kimball, G., et al. (1986, August). Relations of within-school cohesiveness and principal ratings with achievement. Resources in Education, 143, 110.

The first and largest factor in the survey responses was largely a measure of the principal as an effective interpersonal leader who commanded the respect and suport of the school staff. This factor diminishes by the time students reach ninth grade and above.

King, R. M. (1986, April). Women mentors as leaders. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

California established a Mentor Teacher Program as part of the educational reform package entitled Senate Bill 813 in an effort to encourage exemplary teachers to remain in teaching and to have a means to share their expertise with other teachers. There is need to view leadership from an expanded definition beyond the traditional male model, and to nurture approaches that can bring forth greater amounts of teacher cooperation, teamwork, quality, empathy, collaboration, and high performance standards.

Kloc, O. (1985). Brazil's education pitted against instability, low esteem. Momentum, 16(1), 20-21.

This article discusses the characteristics and problems of the students at Institute San Damiano in Goiania, Goias, Brazil; educational attitudes in Brazil; and efforts by the schools and its teachers to participate in the lives of their students.

Knoop, R. (1982). The alienated teacher: A profile. Paper presented at the annual meeting of the American Educational Research Association, New York.

The behavioral implications of teachers' career alienation, defined as feelings of disappointment with career and professional development, were explored with a sample of 1,869 elementary and secondary school teachers. Analyses included bivariate correlations, T-test and multiple regression.

Koeppe, R. P. (1984). What a board should expect from its professional staff. A paper presented at the annual meeting of the National School Board Association, San Francisco.

Administrators should make decisions and discharge their duties using common sense, involve affected persons in decision-making, and take responsibility for their own professional growth.

Koll, P., & Anderson, J. (1982). Cooking and staff development: A blend of training and experience. Journal of Staff Development, 3, 45-53.

The making of a staff developer combines deliberate, systematic training and an accumulation of knowledge, skills, and assumptions based on experience. Staff developers must understand school practices and adult learning theory, shared decision making and organization of support, and be flexible, creative, and committed to their work.

Koskenniemi, M. (1985). Educational aims and the purposiveness of instruction. Skeptical talks. University of Helsinki, Finland: Department of Teacher Education.

The relationship between centrally stated educational aims and those really in use at the classroom level is addressed. A critical review is presented of what has been achieved in this area, especially in Finland, both within legislation and by recent researchers. According to the authors, the lists of educational aims produced by policy-makers as well as those constructed by researchers evidently do not render any purposive whole.

Krajewski, R., & McCumsey, N. L. (1984, August). How to help beginning teachers. Streamlined Seminar, 2(6), National Association of Elementary School Principals.

This article is centered around giving support to the beginning teacher. The article helps principals to build rapport with new teachers, and gives a list of seven key areas of concern. It was concluded that support is the critical factor that a principal must supply for a successful school year.

Krueger, J., & Parish, R. (1982). We're making the same mistakes: Myth and legend in school improvement. Planning and Changing, 13, 131-140.

Studies in five Missouri districts identified eight characteristics deterring change and constituting an "informal convenant" between teachers and principals. Eight corresponding conditions essential to change include relating changes to a school's culture, knowing local procedures and sensitive issues, recognizing moments when changes are "teachable", and knowing when to stop changing.

Krupp, J. A. (1984, April). Mentor and protege preceptions of mentoring relationships in an elementary and secondary school in Connecticut. Paper presented at the annual meeting of the Educational Research Association, New Orleans, Louisiana.

A series of eight workshops were carried out in elementary and secondary schools in two different school districts. The purpose of the program was to foster mentoring relationships and by doing so help staff growth and development and school climate.

Kuersten, J. (1984). Ten things that parents wish teachers would do. PTA Today, 10(2), 4-5.

Good communication between parents and teachers is necessary for the development of excellence in education. Parents were asked to list ten things that they wished teacher would do. Some of the things parents would like for teachers are: to get to know the child; to assign homework regularly; and to provide enrichment activities.

Lam, Y. L. J. (1983). Determinants of teacher professionalism. Alberta Journal of Educational Research, 29(3), 168-179.

This a report on a study of the effect of variables at the personal, school, and district/ division level on these aspects of the attitudinal professionalism of 1,205 Monitoka teachers: use of professional organizations as major referent, belief in public service, belief in self-regulation, sense of calling to the field, and autonomy.

Landauer, W. L., et al. (1983) Good cause basis for dismissal of education employees. Chapter 8 of: Legal Issues in Public School Employment (EA 016 920).

This article is primarily centered around litigations made involving school employees and their dismissal. It deals with teacher-administrator relationships with the main focus being placed on instances where the activity of an employee was having an adverse effect on the operation of the school.

Lane, J. J. (Ed.). Management techniques for school districts. Reston, VA: Association of School Business Officials of the United States and Canada.

This volume addresses five of the critical areas of school business management, controlling, and directing. The various chapters describe a variety of techniques and processes for getting people to perform effectively in meeting organizational goals.

Laurie, J. C. (1985). Communication patterns of principals in exemplary secondary schools. (Doctoral dissertation, Kansas State University, 1985). Dissertation Abstracts International, 46, 6A.

The purpose of the study was to investigate the concept of administer-teacher communication in exemplary schools. The study showed that how a principal manages, motivates, encourages, facilitates, and persuades largely depends upon the successful flow of communication within the school building.

Lawrence, D. (1985). Controversy and apprehension among principals nearly killed the Toledo Plan. American School Board Journal, 172(7), 22-23.

A union leader relates how principals and supervisors resisted the peer review system but later changed their minds because of its success.

Lee, H. C. (1984). Getting a handle on inservice. Principal, 64(1), 28-30.

This author advocates creation of a teacher steering committee to develop inservice education programs, thereby ensuring active participation by teachers.

Leon, A. (1982). A cross-cultural study of teacher autonomy. Paper presented at the annual meeting of the American Educational Research Association.

Elementary and secondary teachers in Brazil, Jordan, Venezuela and the United States feel they have a fair amount of autonomy in running their own classrooms, somewhat less autonomy regarding certain miscellaneous job-related matters, and still less autonomy in matters affecting the operation of the school as an organization. The attitudes of a nonrandom sample between 100 and 200 teachers from each of the countries were assessed using a modified version of the Teacher Autonomy Scale. The questions simulated job-oriented requests that a principal might make of teachers in areas that could be considered teacher territory, principal territory, and ambiguous territory.

Lieberman, A., & Miller, L. (1984). Teachers, their world, and their work (Report No. 611-84334). Alexandria, VA: Association for Supervision and Curricululm Development.

In the first chapter of this book, which deals with the world and work of teachers, themes are explored that capture the essential "dailiness" of working in schools, and a general description is given of what it is like to be a teacher. The formal and informal guidelines used by teachers in their interactions with students and school personnel, the problems inherent in relationships between teachers and principals, and the responsibilities of leadership are discussed.

Little, J. W. (1984). Moving toward continuous school improvement. Making our schools more effective: Proceedings of three state conferences. (ERIC Document Reproduction Service No. ED 249 590)

Beginning with an illustrative exercise in audience participation, this keynote address contends that effective staff development requires shared committment, a shared language for describing and analyzing the problems of teaching and learning,

and awareness that big ideas are realized through small tactics. The central challenge of leadership involves shaping meaning, value, and belief by establishing a visible order of priorities.

Luky, G. (1983). Shaped governance and instructional improvement in an urban school district. NASSP Bulletin, 67(466), 12-17.

An example presented from a teacher's perspective illustrates the implementation of shared governance procedures that allowed teachers to demonstrate leadership, increased confidence in the system, and enhanced awareness of the process of accomplishing change. By improving teacher-administration communication, shared governance is seen as removing the impediments to instructional improvements.

MacNaughton, R., et al. (1984). Effective teacher evaluation--Process must be personalized, individualized. NASSP Bulletin, 68(475), 1-11.

The author presents a plan for individualizing and personalizing teacher supervision and evaluation. Included are five illustrations of components involved in the plan.

Maguire, J. W. (1983). Faculty participation in interviewing teacher candidates. Clearing House, 56, 330-331.

The author argues that teachers and principals can improve the quality of their schools by working cooperatively in the selection of new staff.

Maikano, J. (1984). Reasons for teacher turnover among post primary institution teachers in Kano State Nigeria. (Doctoral dissertation: University of Wisconsin). Dissertation Abstracts International, 45, 12517.

The study seeks (1) to determine the reasons for teacher turnover among post-primary teachers in Kano State Nigeria, and (2) to identify reasons that made stayers remain in teaching. One of the findings was that human relations and professional factors were important for quitting the profession.

Maitland, C., & Kerchner, C. T. (1986, April). The tone of labor relations in school: Correlates of teacher perception. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

This paper shows the results of a study on standards for judging the effectiveness of teacher unions. The study showed that legitimacy means keeping promises to teachers and working toward a more credible and cooperative relationship with management. Teachers' perceptions of the tone of labor relations are strongly influenced by the way the administration is seen as treating the teachers themselves.

Major, R. L. (1984). Praise--an often overlooked tool of internal communication. Journal of Educational Public Relations, 7(1), 28-29.

Arguing that administrators can help establish a more constructive atmosphere in their school districts by offering sincere praise whenever possible, the author provides a list of do's and don'ts that will contribute to the perception that the praise offered is genuine.

Mamchur, C., & Nelson, D. (1984). Predicting teacher effectiveness: A final report on a proper linear regression approach to selection for teacher education in British Columbia. Resources in Education, 143, 160.

This studies examines the validity of the Human Relations Incident instrument designed to predict the effectiveness of pre-service applicants.

McCormack, A. (1985). The sexual harassment of students by teachers: The case of students in science. Sex Roles, 13(1), 21-32.

The author reports findings of a study on the self-reported incidents of sexual harassment of students in four scientific fields.

McCormick, K. (1985). This union backed program is ridding Toledo Schools of incompetent teachers. American School Board Journal, 172(7), 19-22.

In Toledo, Ohio, teacher union and school system leaders have collaborated on a controversial but apparently effective plan to purge the staff of incompetent teachers.

McDaniel, T. R. (1984). In search of educational excellence. Principal, 64(2), 14-16.

In search of excellence, principals could follow the example of successful businesses by supporting informal experimentation, seeking feedback from students and parents, and recognizing teacher's successes and professionalism.

McEvoy, B. (1985). Everyday acts staff development as continuous and informal routine. Paper presented at the American Educational Research Association, Chicago, Illinois.

This research, the Instructional Management Project, showed the informal efforts of principals to encouragae the professional development of teachers may be more significant than the formal programs. Several kinds of informal activities of principals were found typical of efforts to initiate or reinforce teacher development. Two of the activities involved soliciting teacher responses to educational concerns and encouraging experimentation and innovation.

McGreal, T. L. (1983). Successful teacher evaluation. Alexandria, VA: Association for Supervision and Curriculum Development.

Teacher evaluation remains a disruptive and controversial area. The problems arise from the way evaluations are carried out. In many cases the evaluation system used is the problem. Recommended training focuses on the teaching-learning process and on the enhancement of teacher-supervisor relationships.

McIntire, R. G. (1982). Develop policies through teamwork. American School Board Journal, 169, 34-44.

This article outlines a seven-step process by which boards of education and school administrators can work as a team to develop and implement procedures.

McLaughlin, M. W. (1984). Teacher evaluation and school improvement. Teachers College Record, 86(1), 193-207.

Teacher evaluation can be used as a tool in school improvement and a means of professional development. Principals need to possess communication skills, as well as sufficient evaluation skills, to be instrumental in effective improvement in his/her staff.

McPherson, R. B., & Lorenz, J. A. (1985). The pedagogical and andragogical principal--The consummate teacher. NASSP Bulletin, 69, 55-60.

To be effective instructional leaders, principals need to teach students, teachers, and parents. This article traces the retreat of principals from the classroom, identifies the advantages of their return, develops the theory of andragogy, and applies it to the principal's situation.

Marlowe, J. (1984). What to do when your boss is a flat-out jerk. Executive Educator, 6(6), 30-31, 41.

This article describes various types of difficult bosses and provides tips on how to deal with them. Included are the good but unsettling boss, the incompetent boss, the overcompetent boss, the paranoid boss, and the martinet boss.

Mattaliano, A. P. (1982). Time for a change: Theory X or Theory Y--What is your style. NASSP Bulletin, 66(456), 37-40.

Adapting to education Douglas McGregor's management theory that the day-to-day behavior of the immediate superior communicates to subordinates the superior's assumptions about human nature, the author contends that principals who have positive feelings about people will fare better in improving teacher motivation, creativity, and job satisfaction.

Matthews, K. M., & Holmes, C. T. (1982). A method for assessing teacher motivation. NASSP Bulletin, 66, 22-28.

Administration of the Student Achievement Diagnostic Questionnaire for Administrators to 1,278 Georgia teachers verified the instrument's utility for measuring several factors affecting teacher motivation, including teachers' attitudes toward principals, toward the utility of improving performance, and toward the nature of and the possibility of meeting principals' expectations regarding student achievement.

Matula, J. J. (1984). Learn to lead by strolling around. Executive Educator, 6(7), 20.

The author states that by wandering around at least one hour per week, that a superintendent will be better able to make decisions, as well as improve relations with staff members.

Merrigan, C. (1983). Administrative solutions: How not to start a school year. Phi Delta Kappan, 65(1), 62.

This rendering of a principal's address to his teaching staff at the start of a new school year takes a satirical swipe at those administrators who would solve students' disciplinary problems by increasing teachers' duties.

Metzdoraf, J. (1982). A staff developer in the process of becoming--A view from the caboose. Journal of Staff Development, 3, 22-28.

A staff developer summarizes the impact of several formative experiences on his career and professional outlook. Through his work as a Colorado state science curriculum consultant and his participation in various state and national organizations, he learned the importance of forming collegial relationships and networks to effect change.

Millman, J. (1982). Teacher evaluation. Paper prepared for the Chief State School Offices of the Northwest and Pacific.

Five areas of concern about teacher evaluation are identified. They are intentions, legal issues, implementation, fairness and humaneness.

Monaco, J. A. (1986). The relationship between leadership style and communication satisfaction of selected principals in high schools with an enrollment of 125 to 256 students. (Doctoral dissertation, North Texas State University, 1986). Dissertation Abstracts International, 46, 8A.

The purpose of this study was to determine the relationship between the leadership style of high school principals and their faculties' level of communication satisfaction. The study was also concerned with the relationship of the respondents; biographical data with leadership style and communication satisfaction.

Morris, A. A. (1984). Substantive constitutional rights: The First Amendment and privacy. Chapter 3 of Legal Issues in Public School Employment. (ERIC Document Reproduction Service No. ED 016 920)

This article talks about the substantive constitutional protections of the public school employment relationship guaranteed by the First Amendment, particularly freedom of speech, and by the Fourteenth Amendment's right to privacy.

Murane, R. J., & Cohen, D. K. (1985). Merit pay and the evaluation problem: Understanding why most merit pay plans fail and a few survive. Stanford University, CA: Institute for Research on Educational Finances and Governance.

Merit pay for teachers is often proposed as a compensation system that will enable public schools to motivate teachers to pursue organization goals. This paper looks at many problems that merit pay has been helpful in solving, such as how to encourage meaningful dialogue between teachers and administrators on issues such as instructional evaluation and interpersonal relationships.

Muth, R. (1984). Toward an integrative theory of power and educational organizations. Educational Administration Quarterly, 20(2), 5-42.

This article suggests an empirical model to test the assumption that conflict and consensus theories of organizational management can be combined with the central concept being power. Three studies supporting the model suggest that it has considerable heuristic and empirical potential.

National Staff Development Council, Oxford, OH. (1982, December). Tips on communicating with the board of education and superintendent: Creating support for the staff development program. Developer, 7-9.

Thirty-seven ways to communicate efficiently with board members and superintendents regarding staff development are listed. Formal and informal methods for keeping them both informed and involved are suggested.

Natkins, L. G. (1984-85). I have an idea! Let's have a suggestion box. Educational Leadership, 42(4s), 36-37.

This article focuses on the fact that school systems need channels for communication allowing teachers to give their thoughts on policies to administrators.

Natriello, G., & Cohn, M. (1983). Critical issues in the development of a merit pay system. Administrator's Notebook, 31(3), 1-4.

Analysis of a school district where merit pay has existed for 30 years and a more general review of other merit pay proposals led to the disclosure of eight critical issues to be considered before the actual implementation of merit pay programs.

Neill, S. B. (1983). How to be a better supervisor. Tips for principals from NASSP. Reston, VA: National Association of Secondary School Principals.

To help principals with the supervisory part of their job, this tipsheet offers advice from industry and education experts. From Maxine H. Bishop and Lester R. Bittle comes a definition of supervision that distinguished conceptual skills from human relations-interpersonal skills and findings from an industry study that identify six common supervisory pitfalls.

Neill, S. B. (1983, April). How to communicate effectively with staff members. A speech presented at the National School Boards Association Convention, San Francisco.

Recommendations for improving communications skills are offered. It is stated that the process of communicating involves passing information and understanding from one person to another; a one-way process of sending out information is not good enough. To help principals communicate more effectively with their staff, recommendations are offered.

Nigro, K. A. (1984). Developing confidence and self-motivation in teachers: The role of the administrator. (ERIC Document Reproduction Service No. ED 269 842)

The article states that teacher morale is based on the teachers' self-esteem. Teachers who feel appreciated, important to the realization of organizational goals, professionally and intellectually capable of contributing to organizational outcomes, and accepted as competent by their supervisor have the high self-esteem needed for good morale.

Nilsen, R. D. (1986). An analysis and comparison of selected principals' and selected teachers' preceptions of teachers' motivational factors in Pennsylvania. Dissertation Abstracts International, 47, 1141. (University Microfilms No. ADG86-11907)

The purpose of this investigation was to ascertain the perceptions of high school principals and high school teachers on motivational factors as they relate to the job performance of teachers in secondary schools. In examining the above problems this research study answered the following research questions: (1) What relationships, if any, exist between the perceptions of principals and high school teachers on motivational factors? (2) What impact, if any, do sex, age, and experience have on respondent's perception of teacher motivational factors?

Odden, A., & Anderson, B. (1986). How successful state education improvement programs work. Phi Delta Kappan, 67(8), 582-585.

States have created two types of educational improvement programs: school-based programs (engaging local school people in planning, problem-solving, and implementing strategies) and instructionally focused programs for bettering teacher and administrator skills.

Ogawa, R. T. (1984). Teacher and administrators: Elements of the information processing repertoires of schools. Educational Administration Quarterly, 20(2), 5-24.

Using Karl Weick's concept of organizing, the author argues that the information processing system of administrators and teachers are largely separate.

Ohanian, S. (1984). What will you bring to your students this year. Learning, 13(1), 16-17.

Suggestions are made in this article to develop innovative and creative teaching techniques in a broad range of subject areas. The teacher's relationship with the administrator is also discussed. The beginning of the school year is said to be the best time to reevaluate teaching and thinking about curriculum as well.

O'Keer, P., & Johnston, M. (1985). Differences in teachers' responsiveness to students: A case study. Papers presented at the conference of the Northern Rocky Mountain Educational Research Association, Jackson Hole, WY.

The purpose of this study was to develop scoring categories to assess differences in how teachers describe their communication patterns with students, focusing on teachers' understandings rather than on their behavior. Case study data was used to look at differences in teachers' responsiveness to students in their classrooms.

Okwuanaso, S. (1983). Perceptions of supervisory process: A study of Anambra selected secondary school teachers and principals. Dissertation Abstracts International, 44, 3565.

The study was designed to determine how best to supervise teachers to help them teach effectively. The most neglected area of supervision in Anambra

was establishment and maintenance of good interpersonal skills and relations.

Olivia, G. M. (1982). Toward continuity in music curricula. Music Educators Journal, 69(3), 46-47.

The author stresses the importance of teachers and administrators being willing to share information on teaching techniques as an essential part of a coordinated approach to music curricula.

O'Reilly, R. C. (1985). Communication and performance: The female board member and the male superintendent. Resources in Education, 150, 141.

Eight recommendations for superintendents' behavior toward school board members are developed in light of women's changing roles in society and in educational governance.

Page, B. D. (1982). Put teachers on your administrative cabinet, and restore labor harmony. American School Board Journal, 169, 23-38.

In Whithall (Michigan) schools, a teacher representative is included on the superintendent's administrative cabinet. Teacher participation has improved internal communication, aided in a campaign for a tax millage increase, and helped solve problems with teacher transfers.

Pajak, E. F., et al. (1983). Lees vs. Jacksons: A confederate strategy for uniting schools. Principal, 63(2), 45-49.

A developmental perspective helps principals communicate more effectively with their staffs. It clarifies adult experiences, isolates issues important to teachers and principals at different times, and expands support and feedback systems.

Pajak, E. F., & Tillman, M. H. (1985). Testing the classroom troubleshooting model. Paper presented at the Eastern Educational Research Association, West Palm Beach, FL.

A "troubleshooting" model was designed to aid individual teachers in solving behavioral problems in the classroom. The model focused on student behavior for problem identification; on teacher behavior for causal analysis; and on teacher behavior for solution proposals. To examine how readily the model can be understood, applied, and integrated into teachers' existing ways of identifying and solving classroom problems, two questions were addressed: (1) How readily do teachers learn the components of a troubleshooting model via a guided design approach? and (2) Is the language used by the model consistent with the language used by teachers?

Pavan, B. N. (1986) A thank you and some questions for Madeline Hunter. Educational Leadership, 43(6), 67-68.

This article criticizes Madeline Hunter's programs that train administrators in teacher evaluation. It asserts that Hunter allows trainers to misuse her work and that she rejects the central tenet of clinical supervision.

Pegg, M. (1985). The encouraging teacher. Journal of Experimental Education, 8(1), 42-45.

This article outlines six steps to introduce more encouragement into education, six practical ideas for creating a positive atmosphere, and four "tough love" guidelines for supporting/encouraging disturbed teenagers in the classroom.

Perkey, S. C., & Degen, S. (1986). Beyond effective schools to good schools: Some first steps. Center for Educational Policy and Management, Oregon University. BBB09086

School improvement reforms depend on the involvement of individual teachers and administrators. First steps should include communicating fully with the staff, placing staff representatives in leadership roles, reviewing the school climate, and developing a workable change program based on clear goals.

Petrie, T. A. (1982). Ideas that hinder evaluation: Debanking the myths. NASSP Bulletin, 66, 52-55.

This study examines nine generalizations about teaching and teacher evaluation and determines that all are incomplete and therefore misleading. It concludes that teacher evaluation can be acceptable to and helpful to teachers as professionals.

Pfeifer, R. S. (1986, April). Enabling teacher effectiveness: Teachers' perspectives on instructional management. Paper presented at the annual meeting of the American Research Association, San Francisco, CA.

In the study presented in this paper, teachers portrayed effective principals as creating environments around the classroom that minimize uncertainty and maintain a positive atmosphere. The principal's role focuses on limiting the factors that impede the teacher's own abilities to teach effectively.

Pheasant, M. (1985). Theory Z bargaining works: Teachers and administrators in two school districts replace hostility with trust. OSSC Bulletin, 28.

This shows a bargaining process based on problem solving rather than on adversarial confrontation and elements of participative management. The process follows a procedure based on each side treating the other with respect. Bargaining may occur at any time to resolve a problem.

Polakowski, K. (1984). Some ideas on discipline. Clearing House, 58(2), 83-84.

The author offers tips for maintaining classroom discipline based on several years of teacher experience.

Prince, J. D. (1984). Preparing principals as instructional leaders in effective schools: A successful plan of action. Spectrum, 2(2), 3-10.

This article describes a particular pattern of inservice training for principals that enhances certain necessary skills to compliment classroom activity in outcome-based schools. The program includes classroom visits, inspection of lesson plans, and analysis of teacher behaviors.

Rauch, S. J. (1982). The administrator and the reading program motivating teachers. Reading World, 22, 167-169.

This article offers suggestions administrators can use to create self-motivating attitudes in reading teachers. The suggestions include: (1) listen to teachers; (2) recognize their basic needs; (3) recognize that teaching styles vary; (4) encourage the free exchange of ideas; and (5) provide alternatives to administer ideas and recommendations.

Reddick, T., & Peach, L. (1983). A study concerning perception of public school teachers and principals. Paper presented at the annual meeting of the Mid-South Educational Research Association.

A survey was conducted to compare the attitudes of 250 teachers, 25 principals, and 35 central office personnel from 20 middle Tennessee counties toward curricular issues. Respondents answered 29 questions on a scale of "strongly agree, agree, disagree, strongly disagree" to generate data. Both teachers and administrators agreed that course content should be decided by teachers, that curriculum development is a cooperative responsibility, that grades should be based on a combination of effort and achievement, that each child should develop a marketable skill, and that strict discipline is essential to learning.

Rentschler, J. (1983). The role of educational secretaries employed by principals and superintendents in New Jersey elementary and secondary schools with curriculum implications for postsecondary training programs. Dissertation Abstracts International, 44, 3255.

The purpose of the study was to determine what tasks and skills, specialized knowledge, and job-oriented attitudes/personality traits are actually required of educational secretaries so that educators can make rational decisions about curriculum content.

Reyes, D. J. (1984). The positive supervisor: Using feedback as a tool. Catalyst for Change, 13(2), 24-27.

This article argues that systematic positive feedback techniques such as those currently used in industry can and should be adapted as a management technique in school--between administrators and teachers and between teachers and students as well.

Reynolds, F. C. (1982). When nothing works, here's how to fire somebody--gently. Executive Educator, 4(11), 32-33, 38.

This outlines a seven-step procedure for dismissing incompetent or unprofessional teachers, including conferring with the teacher, summarizing the conference, developing an action plan with the teacher, having the personnel officer approve the plan, implementing the plan, and holding a progress assessment conference.

Rist, M. C. (1986). Principals mull the merits of new evaluation techniques. Executive Educator, 8(4), 37, 43.

This critiques two articles appearing in the March 1986 issue of Executive Educator--one proposing principal evaluation by teachers, another describing exercises in an assessment center that probes principal's strengths and weaknesses. Most principals surveyed support teacher's evaluations and assessment centers which identify potential administrators and diagnose their training needs.

Roney, A. M., & Richards, S. T. (1985). Reading lessons and a shirt for Christmas: The supervisor as teacher. Educational Leadership, 42(7), 82-84.

This article draws a parallel between a supervisor helping troubled teachers and a teacher helping troubled students, using a fictionalized example. The authors recommend that supervisors use both professional methods and personal relationships to help teachers become more effective.

Rothberg, R. A. (1984). Helping teachers get better: A staff development project that works. Paper presented at the annual meeting of the National Council of States on Inservice Education, Orlando, FL.

This proposal is predicated on the assumption that in order to improve instruction, formative assistance must be conceptually separated from summative evaluation. Teacher improvement may require the involvement of others, whereas summative evaluation is separate from the growth process and should only involve the administrator and the teacher.

Rothberg, R. A. (1985, November). Improving school climate and reducing teacher isolation. Paper presented at the annual meeting of the National Council of States on Inservice Education, Denver.

In this paper on teacher isolation, teachers indicated they would welcome more informal contacts with and visits from their peers. Strategies for alleviating teacher isolation include developing a climate of trust within the school, sharing decision making power, and using professional development activities to improve interpersonal communication skills.

Rottier, J., et al. (1984). Teacher burnout: Small and rural school style. Education, 104, 72-79.

This describes the background, procedure, analysis, and results of a survey of 348 K-12 teachers in western Minnesota to identify indicators of teacher burnout such as stress and job-related unhappiness among respondents. It notes widespread dissatisfaction with teaching in small rural communities, especially among men and among teachers aged 41-50.

Ruben, A. M. (1986, August). Boosting teachers' self-esteem: A dropout prevention strategy. Resources in Education, 141, 150.

Good teachers leave teaching not because pay is low but because of poor working conditions and too little recognition. Teachers who feel negative about themselves can adversely affect students. A workshop was developed to boost teachers' self-esteem and various group activities.

Rutherford, W. L. (1985). School principals as effective leaders. Phi Delta Kappan, 67(1), 31-34.

Effective principals demonstrate five essential qualities of leadership - clear visions of desirable futures for their schools, translated those visions into specific goals, established supportive environments for improvement, monitored progress, and intervened effectively when necessary.

Rutherford, W. L., et al. (1985). The role of the school principal in school improvement efforts. Texas University, Austin: Research and Development Center for Teacher Education.

This paper considers the kinds of interventions that elementary school principals make for the purpose of improving practice in their schools. Findings are derived from the Principal-Teacher Interaction Study being conducted at the University of Texas at Austin, which has categorized interventions hierarchically at the following levels: policy, game plan, strategy, tactic, and incident.

Ryan, M. K. (1985). The relationship between conflict-communication values and the relationship between principals' conflict management effectiveness and involvement in decision making in small high schools in Michigan. (Doctoral dissertation, Western Michigan University, 1985). Dissertation Abstracts International, 46, 1A.

The purpose of this study was to determine the relationship between principals' effectiveness when dealing with conflicts and the principals' willingness to involve teaching staff in decision making. The results of the data analysis led to the conclusion that high school principals who involve their teaching staffs in decision making are more effective at conflict managaement.

Rynecki, S. B., & Pickering, W. C. (1984). Educational reform and its labor relations impact from a management perspective. Journal of Law and Education, 13(3), 477-507.

This examines the implications for educational labor relations in the recommendations from A Nation at Risk. It reviews Michigan's and Wisconsin's employment relations acts and the National Labor Relations Act.

Sadker, D., & Sadker, M. (1985). Is the o.k. classroom o.k. Phi Delta Kappan, 66(5), 358-361.

Findings from a three-year study found classroom interactions between teachers and students short on both quality and equality. Teachers need training in the importance of precise reactions, equitably delivered.

Sadler, N. J. (1982). The appraisal interview: Management techniques for evaluating teachers. NASSP Bulletin, 66, 1-8.

The author discusses roles appropriate for the principal and the teacher during the appraisal interview that follows the principal's observations and assessment of the teacher's job performance. She suggests techniques drawn from management theory for principals' use in enhancing communication, the key to making the appraisal interview mutually beneficial.

Sagan, A. D., & Clark, J. M. (1986). Support teams for teachers: The principal's role, and how the team functions. NASSP Bulletin, 70(490), 72-76.

Support teams for teachers can be an effective mechanism for professional development and problem solving in the classroom. Principals must coordinate team efforts as teachers make major decisions.

Salmon, D. A., & Wolf, S. E. (1982). A stagnant school district: Professional revitalization. Clearing House, 55, 324-329.

This article traces the development of the performance appraisal program of the Hicksville, New York, public school system, which was designed to improve instructional programs.

Salmon, P. (1982). Caveats for would-be kings. American School Board Journal, 169(11), 20.

Since each situation is unique, no general statement can be validated about which partner in the board-superintendent relationship is dominant. The opportunity now exists for boards and

superintendents to work together with mutual respect to improve public education for everyone.

Saphier, J., & King, M. (1985). Good seeds grow in strong cultures. Educational Leadership, 42(6), 67-74.

Consistent, significant, continuous school improvement depends on enhancing twelve aspects of the school culture: collegiality; experimentation; high expectations; trust and confidence; tangible support; awareness of new knowledge; appreciation and recognition; caring, celebration, and humor; participatory decision-making; protection of vital interests; tradition; and honest, open communication.

Sapoone, C. V. (1982). Appraisal and evaluation systems: What are the perceptions of education, board members. NASSP Bulletin, 66, 46-51.

School board members, superintendents, principals, and teachers in western New York identified both ideal and practical components for their districts' teacher evaluation systems. The strong disagreement of board members with principals concerning these components suggests a need for inservice training of board members and improved communications between boards and principals.

Savage, D. G. (1983). Teacher evaluation: The need for effective measures. Learning, 12(5), 54-56.

This article discusses how proposals for merit pay and for master-teacher and career-ladder systems abound, but none will work without effective means of teacher evaluation.

Savage, J. G. (1984). Better ways to evaluate teachers. Central Association Quarterly, 59, 14-16.

This article reports about five ways in which school administrators can improve teacher evaluation practices: clarify the purpose of the evaluation; selection of substantive evaluation criteria that are related to earning outcomes; establish clear and reasonable standards; gather evaluation data from various sources; and prepare evaluation reports geared toward teacher improvement.

Schell, L. M., & Bruden, P. R. (1985). Working with beginning teachers. Small School Forum, 7(1), 13-15.

This article provides suggestions on how administrators can help new/beginning teachers by becoming a resource person to the teacher on procedures, routines, and other ideas that will help the teacher through the first year.

Seeley, D. S. (1985). Toward a new definition of equal education opportunity. Equity and Choice, 2(1), 15-22.

The author asserts that successful learning depends on the interaction of many factors, including teacher-student interactions, and that equality of educational opportunity will be achieved only when interactions are productive for all children.

Sender, B. (1986, January). The chain of command may be broken. American School Board Journal, 173, 11.

This article focuses on two court decisions about the limits the First Amendment places on chain-of-command policies. Employees who have complaints about matters that affect the public may not be prohibited from bypassing the superintendent and coming directly to the school board.

Sendor, B. (1984). You may squelch disruption but not controversy. American School Board Journal, 171(5), 13.

A recent Fifth United States Circuit Court of Appeals decision stipulates that a school board may regulate "employee expression" only in rare circumstances--to prevent, for example, serious disruption of school activities--and only where the board has allowed for a timely review of the superintendent's decision about distributing literature.

Sergiovanni, T. J. (1984). Leadership and excellence in schooling. Educational Leadership, 41, 4, 6-13.

A fundamental distinction is drawn between competence and excellence in schooling. Competence refers to meeting predetermined objective standards: excellence is multidimensional, holistic, and readily perceived, though not easily defined. Accordingly, five "forces" of educational leadership are presented as preconditions for educational excellence: technical, human, educational, symbolic, and cultural.

Sigel, I. E. (1985). A cognitive developmental approach to question asking: A distancing model analysis. Resources in Education, 150, 143.

A conceptual model is presented for the development of thinking skills by using an instructional model with high level cognitive demands. The critical feature is shown to be the quality of teacher questioning strategy.

Sivase, C. R. (1982). Oiling the gears: How the principal helps, or hinders, change. Principal, 61, 20-23.

This article describes the experiences of principals to illustrate the most important elements contributing to an innovation's success: understanding of the central concept, commitment to its objectives, negotiation with computing environmental pressures, allocations of resources, clarification of roles, encouragement of participation, provision of social support and provision of feedback.

Slezak, J. (1984). Odyssey to excellence: How to build effective schools through leadership and management skills. Illinois: Merritt Publishing Company.

This is a resource book providing over a hundred processes that have effectively been used to promote and improve academic achievement and learning climate. It is divided into three parts with parts one and two placing emphasis on the management and interpersonal processes and relationships between administrators and other school personnel.

Smith, P, & Baker, R. (1986). An alternative form of collective bargaining. Phi Delta Kappan, 67(8), 605-607.

The Midland Public Schools (Michigan) have won public support through improved relations between the board of education and the local teacher's union. Monthly contract review meetings help resolve differences and focus on instructional rewards and student enrichment.

Smyth, W. J. (1985). An educative and empowering notion of leadership. Educational Management and Administration, 13(3), 179-186.

Clinical supervision is discussed as a form of supervision that requires administrators and teachers to work closely together to enable the teacher to closely examine what they do. This is accomplished through the creation of circumstances that will allow the teacher the opportunity to analyze their activities.

Smyth, W. J. (1984). Teaching as learning: Some lessons from clinical supervision. Paper presented at the annual meeting of the Australian Assosciation for Research in Education.

An inservice program for Australian teachers, which involved clinical supervision methods, was evaluated to examine its effectiveness. Teachers were involved in a process of assisted self-reflection about their teaching, with the aid of a colleague who listened supportively to plans before a lesson, and followed through by collecting an observational record of classroom issues and events of interest to the teacher.

Sockett, H. (1985). Towards a professional code in teaching. Resources in Education, 120, 150.

This paper addresses the option of accountability in teaching, arguing that teachers themselves should assume the challenge of making themselves accountable by developing a professional code of practice.

Southerland, T. P. (1983). Do you have a plan of success for your school. Clearing House, 57, 158-162.

The author argues that one cannot be a successful educational administrator unless he or she studies and adopts good management procedures. He also offers suggestions for developing such procedures.

Spear, J. P. (1983). School site budgeting/ management: The state of the art. Paper presented at the annual meeting of the American Educational Research Association/Education Management Consultants, Montreal.

This paper first explains that in school site budgeting management, principals, teachers, and community members are involved in allocating school funds appropriated by district offices to individual schools. Among the advantages of the process cited in the summary of findings are: (1) a cooperative examination of existing practices and programs; (2) the involvement of teachers in school's financial status and spending limitations; (3) a closer relationship between parents and teachers; and (4) decision-making closer to the students.

Splitt, D. (1985). How to conduct the evaluation process. Tips for principals from NASSP. (FGK56325). Reston, VA: National Association of Secondary School Principals.

The process of performance evaluation of teachers and other school personnel should be conducted with their full knowledge and involvement. Due process procedures require that a teacher be fully informed of any negative appraisals by a superior, have an opportunity to discuss the problems, and receive guidance toward solutions. The steps in an evaluation process are given.

Stallings, J. (1984). Effective use of classroom time. Paper presented at the Regional Exchange Workshop in Tennessee, 1984.

Beginning with general observations on the human element in excellent teaching that often goes unnoticed by researchers, this speaker provides a wide range of suggestions for making more effective use of class time. These suggestions pertain to

monitoring time on and off task, grouping students vs. working with individuals, working with groups, interactive instruction, and establishing a supportive environment.

Staton-Spicer, A. Q. (1983). The measurement and further conceptualization of teacher communication concern. Human Communication Research, 9(2), 158-168.

The author developed scales to measure the self, task, and impact dimension of teacher communication concern. The results confirm a three-phase conceptualization of teacher communication concern and show that concern was not related to anxiety about teaching, but was positively related to attitude about teaching.

Stedt, J. D., & Fraser, H. W. (1984). A checklist for improving teacher morale. NASSP, 68, 70-81.

The Behavior Morale Checklist (BMC) for assessing and improving teacher morale is described and reprinted. A criterion-referenced instrument, the BMC, defines morale in terms of behavior observable by administrators and includes recommended adjustments for principals to improve morale.

Stiggins, R. J. (1986). Teacher evaluation: Accountability and growth system--different purposes. NASSP Bulletin, 70(490), 51-58.

In comparing the effectiveness of accountability and growth-oriented systems of teacher evaluation, growth-oriented systems, which facilitate the flow of performance information back to the teacher, are more likely to have a positive effect on teaching quality.

Sweeney, J., & Pinckney, R. (1983). Faculty management: The principals' most important role. Spectrum, 1(3), 3-6.

A survey of 39 schools in five states compared teachers' and principals' perceptions of the six most important functions of the principalship in maximizing school effectiveness. The study revealed that human resource management has the greatest

impact on teachers' job satisfaction and performance.

Sweeney, J. (1982). Improving the post-observation conference. NASSP Bulletin, 66, 38-40.

Before engaging in supervisory conferences with teachers following lesson observations, administrators should plan strategically by considering the psychological context of the conference and by reviewing carefully the data on the teacher's performance.

Swick, K. J. (1986). A proactive approach to discipline: Six professional development modules for educators. Washington, D.C.: National Education Association.

This article is for assisting teachers in acquiring or renewing skills involved in carrying out a proactive approach to productive discipline and classroom management. Each of the six modules deals with a specific concept and is intended to help teachers clarify, explore, and refine their skills relating to each of the concepts. Teacher-student interaction is one of the concepts.

Talbert, R., & Smoyer, S. (Ed.). (1985). Perspectives on staff development: Implications for Oregon's collaborative approach to school improvement. Proceedings of a seminar. Oregon State Board of Education, Salem: Oregon Council for Continued Professional Development.

This seminar brought together 60 educational leaders from all sectors and from all regions of Oregon to discuss staff development issues. Fostering collaboration between elementary/secondary and postsecondary institutions was a central theme.

Thomas, D. (1982). Declining enrollment: A people problem: Effective strategies for reducing staffs. A paper presented at the annual meeting of the American Association of School Administrators.

School districts faced with declining enrollments can utilize several strategies for dealing with reductions in force while saving money, minimizing terminations, and creating new opportunities.

Schools should be staffed on the basis of midyear projections to avoid too great a degree of overstaffing by year's end. An early retirement plan should be adopted.

Tipton, W. (1982). Clinical approach to teacher evaluation. Washington State School Directors' Association, Olympia. Management Information and Training Service. BBB23744

This manual provides tools and strategies aimed at assisting building administrators in clinical approaches to teacher evaluation. Discussion includes the two major problems: acceptance and time.

Toppins, A. D. (1983). Analyzing supervisory conferences: Did you hear what i think i said. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development in Houston, Texas, 1983.

A modified form of Blumberg's interaction analysis is presented for supervisors to use in self-evaluation of the supervisor-teacher conferences. Supervisors tape record their conferences, then analyze and make changes in their verbal behavior where needed. The modifications make the method easier to use and interpret.

Trinka, R. (1983). The relationship between administrator ratings, selection criteria, and demographic variables of teachers employed by Baltimore County Schools. Dissertation Abstracts International, 44, 3570.

The main purpose was to determine singly and in combination, the relationship between administrator ratings on four competencies of the school system's appraisal instrument of second-, third-, and fourth-year teachers and four criteria used to select those teachers: references, Teacher Perceiver Interview, grade point average, and theme. Recommendations from the study included finding reasons for high and improved human relations ratings and investigating the interrelationships of item scores on the selection criteria.

Tucker, N. A., & Bray, S. E. (1986, September). Increasing school productivity through the assessment of school leadership. Resources in Education, 143, 150.

The Dekalb County (Georgia) School District has developed a leadership assessment program called the Profile for Assessment of Leaders (PAL) that assesses eight generic competencies, including relating to people, communicating effectively, planning, and organizing.

Van Newkirk, C. J. (1984). A study of the assessment center as a process for identifying prospective school principals and assistant principals. DAI, 45(10), 30486.

An important factor in the quality of education within a school system is an effective building administrator who established a vibrant, innovative, child-centered climate for learning, who sets an optimal level of professionalism, and who creates a center for effective human relations.

Vertiz, V. C. (1985). Teacher leadership styles as they relate to academic gain for unsuccessful students. Journal of Research and Development in Education, 18, 63-67.

This article describes: (1) problems observed in adolescent and young adult dropouts and potential dropouts; (2) key propositions of Hershey and Blanchard's leadership model; (3) research related to the usefulness of various degrees of relationship and structure, the key dimensions of the leadership model, for academically unsuccessful youth; and (4) results of a study which tested this model.

Wagner, L. A. (1984). The California Mentor Teacher Program. Making our Schools More Effective: Proceedings of Three State Conferences. (ERIC Document Reproduction Service No. ED 249 595)

The California Mentor Teacher Program is designed to retain and recognize excellent teachers and to improve the profession by enabling expert teachers to assist others. The importance of collaboration with appropriate groups in planning, including teachers, governing boards, and administrators, is discussed.

Wedman, J. (1982). Time management and instructional supervision. Clearing House, 55, 297-200.

This article presents a theoretical construct of teachers' supervision within the time constraints common to most principals. It offers suggestions for modifying the preconference, observation, and postconference cycle of teacher evaluation to make it more efficient and effective.

Weller, L. D. (1982). Principals meet Maslow: A prescription for teacher retention. NASSP Bulletin, 66(456), 32-36.

A. H. Maslow's hierarchy of basic human needs provides a useful vehicle for principals to use to meet teachers' essential needs.

White, M. L. (1985). Japanese education: How do they do it? Principal, 64(4), 165-20.

This article sets forth the essential characteristics of Japan's approach to education, emphasizing the teacher-student relationship.

Willie, C. V. (1985). Good and bad teaching that adults remember: An essay on effective education. Equity and Choice, 1, 19-24.

This article analyzes teaching as remembered by graduate students and concludes that an essential ingredient in effective education is effective teaching which is firm, fair, challenging, and compassionate and is based on a confidence between student and teacher rooted in trust and faith.

Wilse, A. E., et al. (1985). Case studies for teacher evaluation: A study of effective practices. Santa Monica: The Rand Corporation.

This document presents the four case studies that constituted the major sources for "Teacher Evaluation: A Study of Effective Practices" by the same authors. The study was undertaken to find teacher evaluation processes that produce information useful to school districts in helping teachers improve or in making personnel decisions.

Wilson, B. L., & Corbett, H. D. (1983). Organization and change: The effects on school linkage on the quantity of implementation. Educational Administration Quarterly, 19, 85-104.

A combination of qualitative and quantitative methods of analysis support the proposition that tight cultural, structural, and interpersonal linkages in a school's organization increase the degree of implementation of new classroom practices. The three year study involved 14 schools engaged in instructional improvement projects with an external assistance agency.

Wolfgang, C. F. (1984). Standing up for yourself. Principal, 63(3), 18-23.

This digest of assertiveness training research advises principals of their professional rights and recommends assertiveness techniques for maintaining authority over manipulative staff while preserving a collegial relationship.

Wood, C. J., & Pohland, P. A. (1983). Teacher evaluation and the "Hand of History". Journal of Educational Administration, 21(2), 169-181.

This article analyzes some aspects of teacher-administrator relationships. It's also an analysis of teacher evaluation instruments used in New Mexico school districts. The article suggests that evaluation is meant more as a tool for administrative decisions than for improving teaching.

Woodward, A. (1986). Programmed materials: Taking the teacher out of teaching. American Educator, 10(1), 26-31.

This article argues that the emphasis placed by administrators on the use of prefabricated materials is one of the causes for the current ills affecting education. The teacher is unable to use their own ideas in the presentation of subject material to their particular class.

Wright, L. (1984). Policy vs. administration: The difference. Paper presented at the annual meeting of the National School Boards Association.

To have an efficiently functioning school district, the roles of the school board and the administration must be clearly delineated. It is best for a superintendent to establish two-way communication, be open and honest, be willing and ready to compromise, keep the board informed of all sides of the question, and make certain that the total board knows exactly what is happening.

Wynn, D. (1984). Synthesis of research on the principal as instructional leader. Educational Leadership, 1, 14-20.

A review of recent research on personal characteristics of effective principals and on common leadership prerequisites concludes that the effective instructional leadership depends on communicating school purpose, rewarding good work, and providing staff development.

Yearwood, R. (1985). On-site design bridges the architectural gap. American School and University, 58(1), 66-68.

Designing a school building on site at the school district provides for input from administrators, students, and community members. Misunderstandings are minimized.

Zirkel, P. A., & Gluckman, I. B. (1985). Defamation for educator evaluation. NASSP Bulletin, 69(477), 90-92.

The role of privilege in defamation suits arising from the evaluation of public educators is explored in light of the "Manguso v. Oceanside Unified School District" court case, in which a teacher brought a libel charge against a superintendent.

Zirkes, M., & Penna, R. F. (1982). Don't give up on your staff. School Administrator, 39, 12-13.

The authors have compiled policies and styles that administrators can utilize to upgrade conditions in their schools. They include an inservice worksheet, a checklist for students' evaluation of teachers, and a School Climate Assessment Test.